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ABSTRACT

This guide suggests ways to prevent specific kinds of common school accidents by incorporating safety into curriculum areas. Strategies for accident prevention are organized by grade level under these categories: (1) Introductory Strategies; (2) Classroom; (3) Schoolyard; (4) Gymnasium and Playing Field; (5) Cafeteria; and (6) School Building. A recommendation for the establishment of a schoolwide safety committee assures that the safety practices will be ongoing and provides a forum through which a schoolwide safety campaign can be coordinated. A safety game for grades 3-8 is included. (VM)

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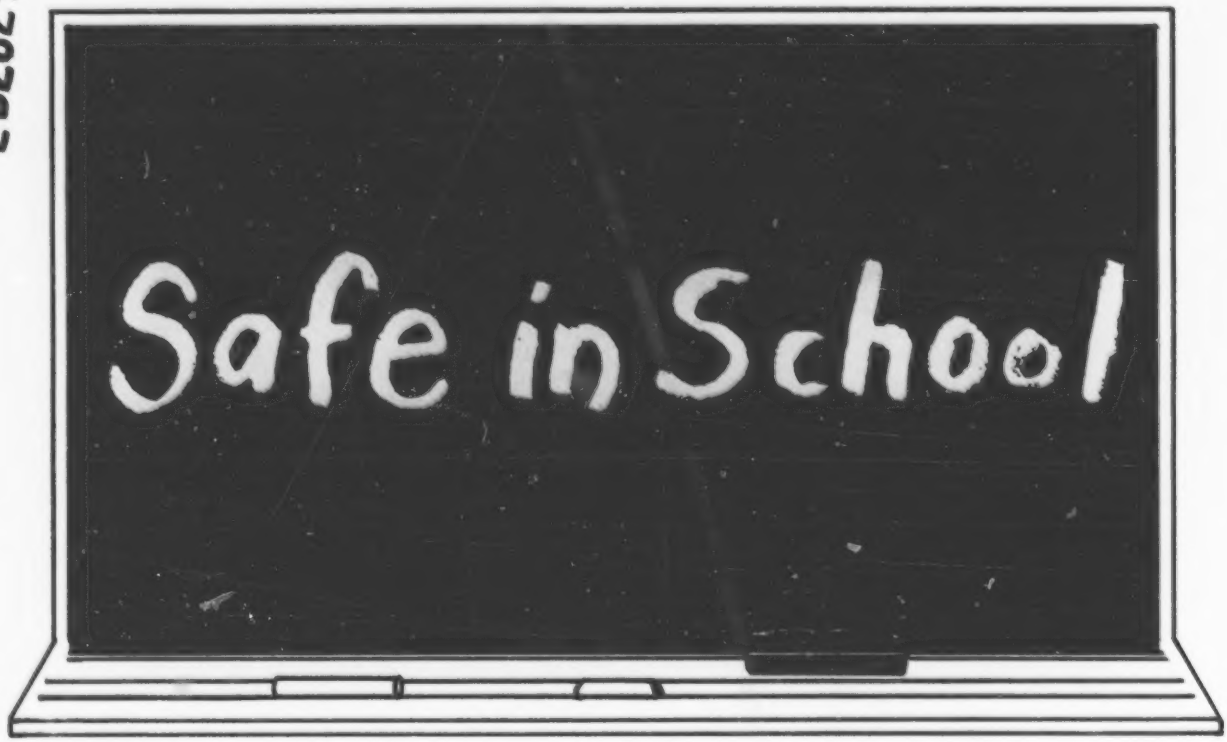

A Teacher's Guide to Selected Safe School Practices

Grades K-12

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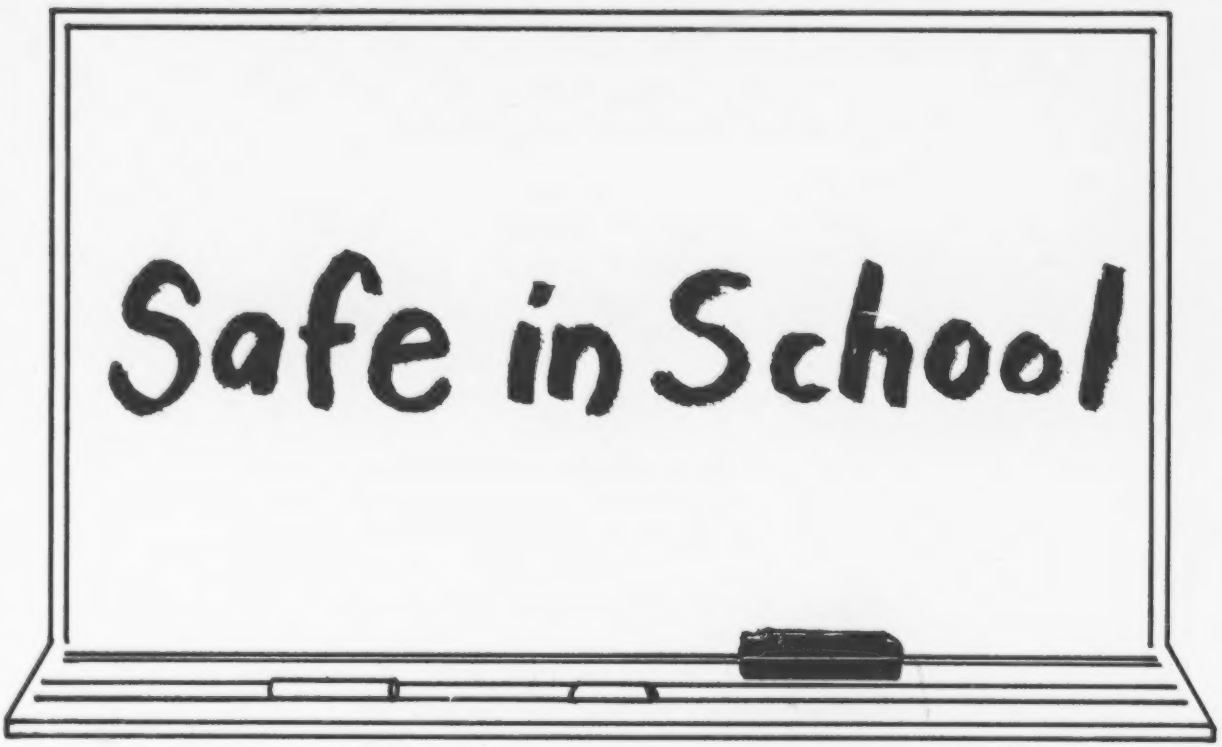

A Teacher's Guide to Selected Safe School Practices

Grades K-12

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FOREWORD

The purpose of this guide is to focus attention on preventing specific kinds of common school accidents. Safety is incorporated throughout the curriculum. Teachers and students are aware of the many specific safety rules related to use of dangerous or toxic substances in science classes, proper use of industrial arts equipment, and safety procedures in sports. However, the prevention of commonplace accidents may be overlooked precisely because the situations in which these occur are so commonplace. While injuries to teachers and students resulting from such mishaps as tripping over electric cords, having fingers caught in slamming doors, or being struck with objects falling from shelves may be minor, the frequency with which such accidents occur demands that these dangers be highlighted. It is our hope that this miniguide, produced as a part of Accident Avoidance Week, will alert teachers and students to these dangers and reduce accidents in our schools.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

ACKNOWLEDGMENTS

This guide is a cooperative project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director, and the Division of Business and Administration, Louis P. Benevento, Executive Director.

Morris Freedman, Director of the Office of Curriculum Development and Support, and Sylvia Schechter, Director of Health and Phyical Education of the Division of Curriculum Development and Support, supervised the development of the manuscript.

Elaine Hals, teacher at South Shore High School, was the principal writer. Diane Nitzberg, of the Division of Business and Administration, reviewed the manuscript and was directly involved in coordinating the project. The guide was prepared for publication by the staff of the Curriculum Editorial and Production Unit, Alaire Mitchell, Unit Head.

NOTE TO TEACHERS

Every year an average of 50,000 teacher days and 115,000 student days are lost specifically because of school accidents. It costs the city approximately six to ten million dollars for accident-related claims filed against the Board of Education. If we as teachers are aware of the cost in physical pain, inconvenience, and interrupted teaching and learning which those dollars represent, we will remind not only our students but ourselves that following simple safety practices can prevent accidents.

We can reduce accidents in public schools throughout New York City if action is taken by students, parents, and school officials to ensure that preventive measures are learned and practiced, not just during Accident Avoidance Week, but throughout the year.

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USING THE GUIDE

The individual strategies which follow are related to several aspects of accident prevention and response to accidents. They are organized as introductory strategies, then by areas in which accidents occur, and then as suggestions for a schoolwide campaign. Although the strategies are numbered, they are not necessarily sequential. Teachers should select strategies which are most pertinent to the kinds of accidents which occur, or the hazards noticed, in their particular school. The strategies are labeled for appropriate grade levels but are readily adapted for other levels. Some strategies such as the introductory strategy are labeled All Grades. In such strategies the approach is valid for students in kindergarten through high school; teachers will, of course, modify their questions and examples appropriately.

INTRODUCTORY STRATEGIES

Objective

Students will be able to identify common hazards within the school environment that can cause injury.

Strategy 1: All Grades

. Brainstorm a list of hazards that may cause accidents in the school. Ask questions, such as the following, to stimulate responses:

- Who has had an accident at school?
- How did it happen?
- Could it have been prevented?
- How?
- What other accidents have you heard about from other people?

. Develop a list of these hazards on the chalkboard. Ask questions to ensure that items marked with asterisks in the list below are included in the chalkboard list. These items are the most common sources of accidents in schools.

<u>Sample List</u>

* slippery floors
  tripping over untied laces
  slipping on ice
* staircase accidents
* falling objects
  cutting fingers
  being hurt by snowballs
  running/falling in the schoolyards
* fingers caught in doors

- Which of the items on our list do you think are the most common kinds of accidents in our school?

- Rank order the list on the chalkboard by asking students to raise their hands when you point to the item they think is the most common cause of accidents . Number 1 will be the item that most students think is the most common source of accidents; number 2, the item that the next highest number of students think is the most common source of accidents, and so on.

- Ask a student or a small group of students to check the class list with the actual accident reports on file within the school by interviewing the person in charge of the medical room and reporting back to the class. Or you may want to invite the person in charge of the medical room to make a presentation to the class.

- After the presentation by the students or guests, discuss the reasons for the major differences between the rank order of the class list and the conclusions of the person in charge of the medical room.

Objectives

Students will be able to:
- identify some causes of particular accidents.
- explain how particular accidents can be prevented.

Strategy 2: Grades K-6

- Show one or more of the pictures on pages 4-7: student who has fallen down stairs; child who has tripped in the schoolyard; plant falling off window in classroom; door about to be slammed on student's fingers.

- Ask the following questions for each of the pictures:
  - What has happened in this picture?
  - Was someone hurt?
  - How do you know?
  - Is someone about to be hurt? Why?
  - What caused this danger? How can such dangers be avoided?

Objectives

Students will be able to:
. simulate reporting an accident.
. identify adults available in the school setting to whom accidents may be reported.

Strategy 3: Grades K-3

. Discuss with the children why accidents should be reported to an adult.

Examples:

- Sometimes a small injury can become more serious.
- An adult should know what caused the accident so that no one else will be hurt in the same way.

. Using the same pictures or student drawings prepared in advance, have students tell the class about the accident in the picture as if they are reporting it. Ask students what an adult would need to know about the accident.
- What should you tell someone about this accident?
- Where did it happen?
- When did it happen?
- What has happened?
- Who was hurt?
- In what way is the person hurt?

. Ask the following questions:
- Who is the person you would tell about the person falling down the stairs?
- Where can you find this person?
- Which other person might you tell?

. Children should know that, if the accident is serious, the closest adult is the person to be told.

. List and have the children repeat the names of appropriate personnel: teacher, assistant principal, principal, custodian, nurse. Post a chart in the room with identifiable pictures and room numbers.

Strategy 4: Grades 4-12

. For older students, vary the initial approach. For example, tell the class an incident such as:
"The class is going down the stairs to the lunchroom. There is pushing and shoving, and one student falls down the last 3 steps."

. Have the students complete the story, explaining how they would report the accident, whose aid they would enlist, and how they might prevent such an accident in the future.

. Alternatively, they might write a dialogue expressing the feelings of the student who fell and the students behind him or her on the stairway.

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Classroom

Objective

Students will be able to identify prospective hazards in the classroom.

Strategy 5: Grades K-6

. Ask: "What do we have to be careful of in this classroom?"

Sample List

sharp objects, scissors, pencils and pens
objects left on the floor
slippery floors
sharp corners on desks and chairs
closing doors (Watch not to get fingers caught.)
plants, books, audiovisual equipment on shelves

. Have students demonstrate how to use scissors, how to close a door, how to be careful in placing paint jars on tables and shelves, etc.

. Have students draw pictures illustrating these safety procedures and write captions explaining the pictures.

Examples

The paint jar has a tight lid.
The scissors are closed. We hold the closed blades inside our hands when we carry them.
I look behind me before I close the door.
The plants are not near the edge of the window sill.

Strategy 6: Grades 3-6

. If there have been any accidents or near accidents in the classroom, remind students of that situation. Review how these could have been prevented.

. Explain that prevention means taking an action before something happens. Ask students what they can do to prevent future accidents in the classroom.

. Ask students to survey the room, and then assign small groups to make lists of possible hazards and items which need special attention with regard to safety procedures.

. One person from each group reads aloud the first five items on their list. Instruct the class to listen for any items that are the same in two or more groups. These items are written by volunteers on the chalkboard.

. Continue the procedure until the group lists are finished. From the items on the chalkboard, develop a checklist of classroom safety procedures.

. As a follow up appoint a safety committee to fill in a wall chart giving the class a weekly rating of 1-10 on safety. No classroom accident rates a 10. If any accidents or near accidents occur in the classroom, use the opportunity to have students write a paragraph on how such an accident could be avoided in the future.

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Schoolyard

Objectives

Students will be able to:
. check schoolyards for safety.
. remove hazards (with appropriate help) when possible.
. recognize that they should play elsewhere if they cannot remove the hazards.

Strategy 7: Grades K-6

. Take the class on a walk through the schoolyard, pointing out things that are unsafe:

Sample List

broken glass
missing or broken parts on play equipment
loose equipment (see saws)
jagged wires in fence
broken concrete

. When the class returns to the room, develop a safety checklist for the schoolyard. Display the chart in the room.

. Discuss with the class how any problems they found in their schoolyard can be corrected: Writing a letter to the principal about broken glass or items needing repair; placing signs on broken equipment; writing an article for the school or class newspaper suggesting a plan to improve the schoolyard.

. Have students draw before and after pictures, to be marked Safe and Unsafe and displayed around the room.

Objective

. Students will establish rules for safe play.

Strategy 8: Grades K-6

. Ask the following questions:

- If we have a safe schoolyard, does that mean we will never have any accidents?
- How might accidents happen if the schoolyard is safe? (People have to play safely.)

. Develop rules for safe play.

Sample List

Dress properly. (Running in a game without sneakers is dangerous.)
Wear rubber-soled shoes for play.
Do not wander away from the group.
Do not perform difficult stunts unless approved and supervised by the teacher.

. As review, play a game in which each child begins with, "I play it safe, because I..... " Have five to six students complete the sentence, using one of the rules or suggestions from the class discussion of playground safety. Each time the game is played, have children try to use some new examples of safe behavior.

Examples:

I play it safe because I wear rubber-soled shoes.
I play it safe because I stay away from broken glass.
I play it safe because I don't walk in front of someone throwing a ball.

Gymnasium and Playing Fields

Although this guide will not attempt to enumerate specific safety rules for the various sports and sports equipment, the importance of such safety rules is ongoing in all physical education classes.

Objectives

Students will be able to:
. establish a code of safe behavior for the gymnasium and playing fields.
. check equipment before use and demonstrate its proper use.

Strategy 9: All Grades

. Teacher or student demonstrates safe use of equipment--ball, jump rope, mat, hockey stick, bat, hoop, etc. Students are given the opportunity to practice safe use; corrections are made when necessary.

. For each sport:
-Brainstorm possible rules and the reasons for those rules.
-List hazards. (Include proper dress.)
-Establish rules, and post these in the gym.

Strategy 10: Grades 7-12

. The rules for safety in sports may also be reinforced in health education class.
Divide the class into groups by the sports they choose (allowing no more than six to a group).
Ask each group to write a list of safety rules for that sport.
Select a representative from three groups to place the safety rules on the chalkboard.
Then ask the class to compare and contrast the rules to see if they can develop a set of general guidelines for sports safety.

. Another approach is to develop categories for rules, e.g., proper dress, proper handling of equipment, checking equipment, relationship to other players, specific dangers, courtesy, etc.

. Safety rules for the gymnasium and for specific sports and sports equipment are listed in Physical Education: Kindergarten to Grade 6, New York City Board of Education, 1979. Physical Eduction: Grades 7 to 12, New York City Board of Education,1979.

Cafeteria

Objective

Students will be able to identify the hazards of careless behavior in the cafeteria.

Strategy 11: Grades K-3

- Have class discuss some problems which can occur in the cafeteria. Use questions such as the following to elicit discussion:
  - What can happen if food is spilled on the floor?
  - What can happen if someone pushes while in line?

- Have children volunteer to model appropriate cafeteria behavior. If equipment is available, take pictures of the children having lunch and have the class write captions for the pictures.

  Examples:
  Sarah waits her turn.
  Juan says, "Thank you."
  Maria clears her place carefully.

Strategy 12: Grades 4-12

- As a class, prepare a plan or a list of suggestions to improve the atmosphere of the cafeteria; present this plan to the Food and Nutrition Committee of the school.

- A serious accident which is likely to occur in the cafeteria is the possibility of someone choking. The health education teacher should instruct students in Obstructed Airway Procedures for Preventing Choking. These procedures should be periodically reviewed, along with rescue breathing and cardiopulmonary resuscitation (CPR).

School Building

Objective

Students will be able to explain the importance of labeling doors and staircases.

Strategy 13: Grades 4-12

- Organize class walks through the building.
- Assign students to make notes as they check doors, staircases, exits, etc., for signs.

  Sample List

PUSH	PULL
IN	OUT
UP	DOWN
EXIT	FIRE EXIT

- Develop a class project to establish a safety committee which will meet with the principal and custodian to discuss labelling those unmarked areas.

SUGGESTIONS FOR A SCHOOLWIDE SAFETY CAMPAIGN

The strategies suggested previously will be most effective when integrated into a total safety campaign for the school. A schoolwide safety committee should be established to meet with the principal and custodian to discuss safety hazards. The same committee could coordinate the campaign.

Strategy 14: All Grades

- Assign a section of the building or a particular kind of accident prevention to each class. The class, or a committee from the class, surveys to answer the following questions:

- What are obvious hazards?
- What are the hidden hazards?
- How can the hazards in questions one and two be eliminated?
- What rules can be followed to reduce accidents in this area?

- Reports from the classes are submitted to the school safety committee.

Strategy 15: All Grades

- The safety committee designs and maintains a school bulletin board for safety slogans, posters, photographs, and essays from various classes. A graph of accident statistics for the week might be an on-going activity.

- The bulletin board should highlight basic safety rules for specific areas each week: a particular sport, hallway safety, traffic safty, cardio-pulmonary resuscitation, fire prevention rules, preventing choking, emergency procedures for an injured person.*

  <u>Emergency Procedures</u>

  Do not move person.
  Send for help.
  Stop bleeding.
  Check for breathing.

- In the secondary school, be sure to include industrial arts and science classes as specific areas, highlighting such items as rules for proper care of chemicals, safe use of shop tools, etc.

Strategy 16: Grades 3-8

- Play the safety game in classes or construct a game using as positive steps actual actions taken in that school.(See following page for classroom game.)

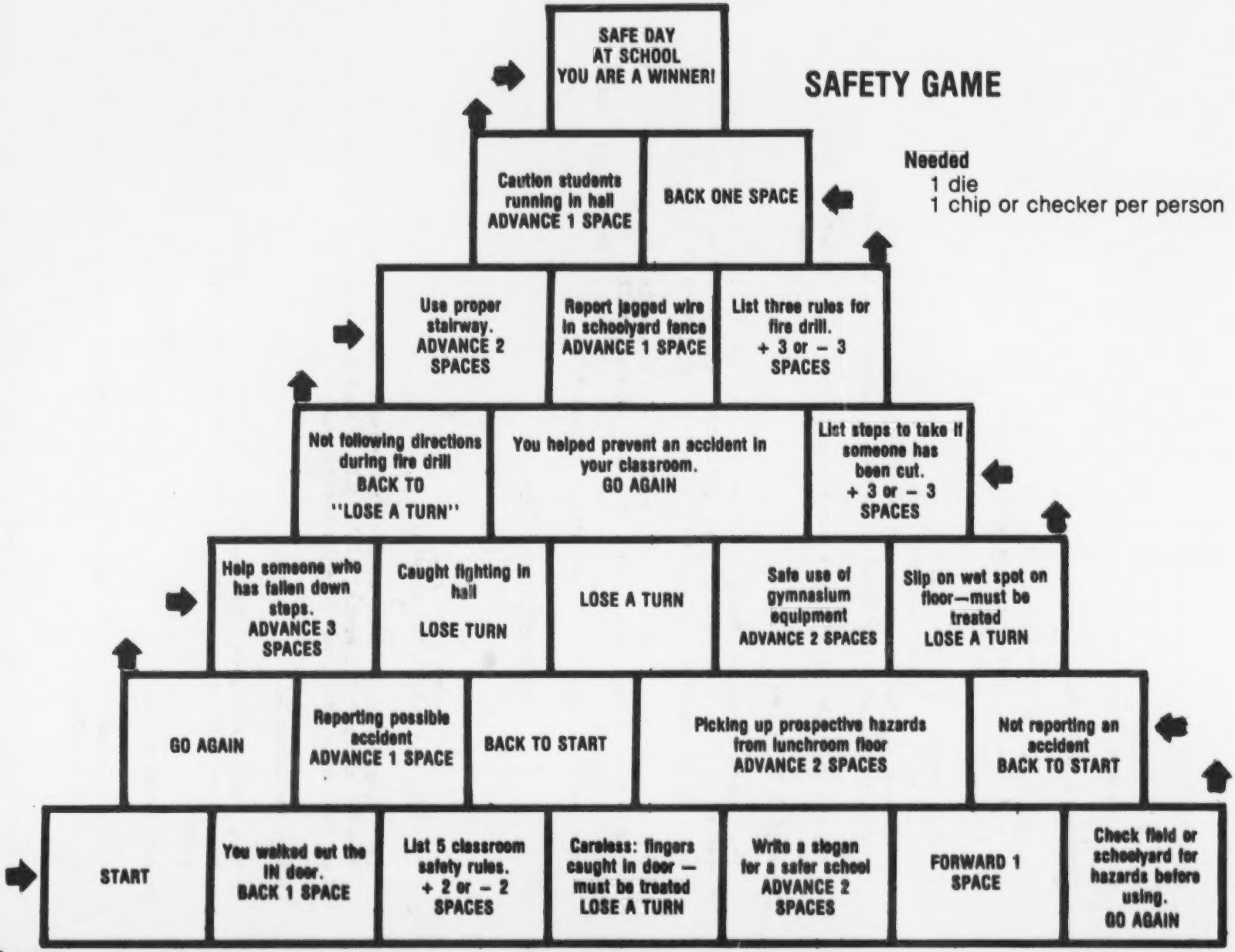
Strategy 17: All Grades

- Articles covering safety could be a continuing column of the school and class newspapers.

*All first aid procedures for accidents should be in accordance with the recommendations of the American Red Cross.

SAFETY GAME

Needed
1 die
1 chip or checker per person


SAFE DAY AT SCHOOL YOU ARE A WINNER!
Caution students running in hall ADVANCE 1 SPACE
BACK ONE SPACE
Use proper stairway. ADVANCE 2 SPACES
Report jagged wire in schoolyard fence ADVANCE 1 SPACE
List three rules for fire drill. + 3 or – 3 SPACES
Not following directions during fire drill BACK TO "LOSE A TURN"
You helped prevent an accident in your classroom. GO AGAIN
List steps to take if someone has been cut. + 3 or – 3 SPACES
Help someone who has fallen down steps. ADVANCE 3 SPACES
Caught fighting in hall LOSE TURN
LOSE A TURN
Safe use of gymnasium equipment ADVANCE 2 SPACES
Slip on wet spot on floor—must be treated LOSE A TURN
GO AGAIN
Reporting possible accident ADVANCE 1 SPACE
BACK TO START
Picking up prospective hazards from lunchroom floor ADVANCE 2 SPACES
Not reporting an accident BACK TO START
START
You walked out the IN door. BACK 1 SPACE
List 5 classroom safety rules. + 2 or – 2 SPACES
Careless: fingers caught in door — must be treated LOSE A TURN
Write a slogan for a safer school ADVANCE 2 SPACES
FORWARD 1 SPACE
Check field or schoolyard for hazards before using. GO AGAIN